



# Pupil Premium Strategy Statement

December 2025

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Knightsfield
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Linda Farenden
Pupil premium lead	Danny Bidwell
Governor / Trustee lead	Dhiru Gadvhi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18466.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18466.17

# Part A: Pupil premium strategy plan

## Statement of intent

The primary objective of the strategy is to ensure that Knightsfield Pupil Premium students are not academically disadvantaged due to their socio-economic status. Whilst we recognise that the impact of the strategy cannot always be quantified or measured to reliably provide evidence of success, the school will use educational research to inform the strategy and the decisions it makes on how the funding is best invested.

The key principles of the strategy plan are to ensure that:

- Pupil Premium students are not excluded from enriching opportunities outside the core curriculum
- Pupil Premium students develop the character, resilience, and grit necessary for life-long success
- Spending will close the gap between Pupil Premium students and the whole school population, providing a rich educational experience for all
- Poor prior attainment is not a limiting factor in setting targets for Pupil Premium students nor should it lead to a narrowing of the curriculum
- There is a long-term outlook on how best to support Pupil Premium students with early identification and intervention key to long term success

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge No.	Detail of challenge
1	<b>Language and Vocabulary Development</b> – Given the nature of our school, all students have deafness as their primary need. As a result, most experience significant challenges and delays in language and vocabulary development. These difficulties are primarily attributable to their deafness rather than their Pupil Premium status, making it challenging to establish a direct link between the two.
2	<b>Establishing Links with Parents</b> – Building strong links with parents is challenging at Knightsfield due to its specialist provision for deaf children. Many students travel long distances to attend, with 35% coming from outside the county. Because students typically arrive by taxi, parents visit the school far less frequently than they would a local setting, making it harder to foster a sense of community. This limits opportunities for a triangulated approach involving parents, students, and the school. Supporting disadvantaged students at home and engaging parents is often complicated by geographical barriers. Additionally, developing connections with the wider local community is difficult,

	as the school does not have a defined catchment area or a single local community to work with.
3	<b>Numeracy Issues</b> – Similar to language development, many students experience difficulties with numeracy due to their deafness. The majority require additional support and targeted intervention in this area. These challenges are primarily linked to their deafness rather than their Pupil Premium status, making it difficult to attribute the issue to anything other than their primary need.
4	<b>Deaf Identity/ Self-Esteem</b> – The school places a strong emphasis on fostering self-esteem, confidence, and pride in students’ deaf identity. However, challenges with self-esteem may also stem from factors such as low prior attainment and limited aspirations, rather than being exclusively linked to deaf identity.
5	<b>Wellbeing</b> – Our assessments, observations, and discussions with pupils and families indicate that the education and wellbeing of disadvantaged students have been disproportionately affected by the COVID-19 pandemic compared to their peers. This impact includes academic progress, social development, and emotional resilience. These findings are consistent with several national studies highlighting the wider effects of the pandemic on vulnerable groups. This is particularly pertinent to our current students as they may have been impacted more due to school closures in their previous settings.  In addition, disadvantaged students often have fewer opportunities to develop cultural capital outside of school. Limited access to enrichment activities, experiences, and resources can restrict their ability to broaden horizons and build confidence. Addressing these gaps is a key priority for the school, requiring targeted interventions and creative approaches to ensure equity of opportunity.
6	<b>High Aspirations</b> - Our assessments, observations and discussions with pupils and families demonstrate that our disadvantaged students do not have as high aspirations and lack a further education plan/career path post-Knightsfield.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment for Pupil Premium students in all subjects, and most notably in English and maths, in comparison with their starting points and through baseline assessments.	<p>Close monitoring of progress during data drops and ultimately, end of year assessments in 2024/25 which signal the end of the 3-year strategy.</p> <p>To ensure that there remains no gap between Pupil Premium students and the rest of the school population and where this does not directly correlate, the gap is negligible.</p> <p>Pupil Premium students meet and surpass targets at the end of key stage 4. Where prior attainment results in initial low target grades,</p>

	these must remain flexible so as to not provide a limiting ceiling for disadvantaged students.
Improved language comprehension and development that enables Pupil Premium students to access subject specific texts and challenging vocabulary and terminology.	<p>Engagement with the Word Aware strategy that has been adopted by the school both in lessons and at home</p> <p>Assessments of vocabulary and comprehension using teacher led tests as well as standardised diagnostic assessments show no gap between Pupil Premium students and their non-disadvantaged peers.</p>
Improved reading ages for all disadvantaged students which evidence progress and narrow the current gap of reading age compared with chronological age.	Biannual reading tests that calculate reading ages show consistent progress and development for Pupil premium students.
Work closely with the families of disadvantaged students and identify means of support in year 6 and 7 that will continue through their time at Knightsfield.	<p>Measuring the outcomes of students in year 6 and 7 in 3 years' time to assess whether the support has improved results</p> <p>Online or face to face meetings are attended by parents of disadvantaged students</p> <p>Home visits to support disadvantaged students are implemented where appropriate</p>
For disadvantaged pupils to demonstrate greater confidence, resilience and independence that will stand them in good stead as they prepare for adulthood.	Through observations and discussions with pupils and their families.
Pupil Premium students to have high aspirations and feel better prepared for higher education and a future career once they leave the school.	<p>Future plans being part of the EHCP review meetings in Key Stage 4</p> <p>All disadvantaged students being able to access work experience and taster days at college and university</p> <p>By including a careers focus week in the curriculum per term, each subject can demonstrate career paths they are associated with.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6894.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional hours for English teacher to deliver 1:1 interventions to improve literacy and language comprehension	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="https://bit.ly/3d6phET">https://bit.ly/3d6phET</a>	1
CPD on Word Aware to enable staff to implement the strategy effectively	This whole school approach promotes vocabulary development in students and provides a platform for learning subject specific language and terminology.  <a href="https://bit.ly/3rln9RU">https://bit.ly/3rln9RU</a> <a href="https://bit.ly/3d6WXBY">https://bit.ly/3d6WXBY</a>	1
Additional TA support for disadvantaged students in lessons	It has been observed that disadvantaged students receiving additional support in all subject areas demonstrate improved progress both academically and in terms of social-emotional development and behaviour.	1, 3, 4, 5
Specialist maths TA to be employed to support in lesson with Pupil Premium students	There is strong evidence that a teacher's / teaching assistant's content knowledge within specific subjects has a significant impact on student outcomes:  <a href="#">EJ1259024.pdf</a> <a href="https://bit.ly/3DcR80v">https://bit.ly/3DcR80v</a> <a href="https://bit.ly/32PtFGm">https://bit.ly/32PtFGm</a>	3,6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9606.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of a maths teacher to deliver 1:1 sessions for disadvantaged students.	1:1 tuition that is targeted at specific groups can be an effective method to support students, identify gaps and enhance progress:  <a href="https://bit.ly/3lrjw95">https://bit.ly/3lrjw95</a>	3
The purchase of Century Tech which is a platform with artificial intelligence which sets work in relation to the needs of each student as well as providing lesson 'nuggets' to address areas for development.	The artificial intelligence is used to 'augment and enhance' human teaching and the platform proved to be pivotal during times when Remote Learning became necessary.  Student engagement with the platform is very good and is used by the teachers to enhance understanding of key topics as well as to set home learning tasks.	1, 2, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1965.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a programme that supports parents and students with home learning	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:  <a href="https://bit.ly/3rqnumr">https://bit.ly/3rqnumr</a>	2
The purchase of Unifrog license	Unifrog is the market leader for careers platforms and can help students to plan for the future as well	4, 6

	<p>as build a portfolio in order to write CVs, job and college applications.</p> <p><a href="#">About - Unifrog</a></p> <p>The Education Endowment Foundation says: “Young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need.”</p> <p><a href="https://bit.ly/3l38iBo">https://bit.ly/3l38iBo</a></p>	
<p>To financially support parents of disadvantaged students to ensure that they are able to attend curriculum enriching trips and activities.</p> <p>To assist with the purchasing of equipment and uniform for disadvantaged students where necessary.</p>	<p>Pupil Premium students who have attended trips with our support in the past, have returned to school having gained cultural capital and having developed a variety of skills including team work, independence and leadership skills.</p> <p>In the past, we have taken the disadvantaged student directly to the store in order to try on the uniform items that we buy for them. We have found that students who have chosen their uniform items are more likely to consistently wear the uniform. This, in turn, makes the student feel more like a member of the school community and improves self-esteem. Previously, we saw a significant improvement in attendance which coincided with the school’s support with uniform.</p>	4, 5
<p>The purchase of the whole-school reader to enable the parents of Pupil Premium students to support with reading the text from home</p>	<p>A way to embed a culture of reading in the school in line with the school’s reading strategy:</p> <p><a href="#">‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK</a></p>	1

**Total budgeted cost:** £18466.17

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. The criteria for spending is highlighted in bold with its impact described below:

#### **Pupil Premium students develop the character, resilience, and grit necessary for life-long success:**

The addition of a Behaviour and Pastoral Lead has helped support Pupil Premium students. This provision has allowed us to be even more proactive and less reactive to behaviour issues. Once again, we have seen an upturn in behaviour issues in school. The number of overall incidents has fallen considerably (from 395 incidents in 2023-24 to 239 incidents in 2024-25). 27% of Knightsfield students are Pupil Premium and yet analysis of behaviour over the course of the year shows that they were accountable for under a quarter of all behaviour incidents.

Similar can be said for a number of Pupil Premium students who receive 1:1 counselling or interventions each week. Whilst not always quantifiable in terms of academic progress, staff have noted the improved resilience of these students which has, in turn, improved their aptitude in lessons.

#### **Spending will close the gap/provide a rich educational experience for Pupil Premium students**

1:1 maths and English interventions and tutoring have proven beneficial to narrowing the gap between the progress of the whole school population and Pupil Premium students. Over the last few years, the gap between the two cohorts has either been negligible or non-existent. The table below shows the performance of both cohorts since March 2022:

*Table 1 shows the number of subjects in which average student in each cohort was below target*

	March 22	June 22	Dec 22	March 23	June 23	Dec 23	March 24	June 24	Dec 24	March 25	June 25
Whole School	0.5	0.5	0.3	0.2	0.1	0.2	0.1	0.0	0.3	0.0	0.1
Pupil Premium	0.4	0.5	0.3	0.2	-0.2	-0.1	-0.1	0.0	0.3	-0.1	0

We are proud that our Pupil Premium students largely perform at the same level as the whole school population and often surpass them. We attribute this to the additional support mechanisms that are in place for them. This has been a trend in the school for a number of years and cannot be written off as a statistical quirk. As you can see, Pupil Premium students marginally outperformed the whole school population when looking at the data drop information.

In terms of academic achievement at the end of year 11, Pupil Premium students in Year 11 achieved an average of 0.5 of a grade above expectation across all subjects (1.3 above in English and 0.3 above in maths).

Of the 6 Pupil Premium students in Year 11, the table below compares target grades using CATs data and actual GCSE performance. It is worth noting the CATs predictions are often very high for our students as they do not consider their deafness or other additional needs:

Headlines	Actual		CATS	
	No.	%	No.	%
English 4+	2	34	1	17
English 5+	2	34	0	0
Maths 4+	1	17	0	0
Maths 5+	0	0	0	0
English & Maths 4+ %	1	17	0	0
English & Maths 5+ %	0	0	0	0

### **Pupil premium students are not excluded from enriching and enhancing opportunities outside the core curriculum:**

The school has financially supported parents of Pupil Premium students by ensuring that they are able to attend curriculum enriching trips and extra-curricular residential stays. By attending such activities and by learning about leadership skills and teamwork, students demonstrate the resilience and determination required as identified in the first criteria.

Once again, we supported Pupil Premium students to ensure that they did not miss out on this character-building, extra-curricular residential trip. For many, this was his first time away from home and they had never participated in outdoor and adventurous activities before. These students all thrived on the trip and have returned to school with renewed vigour, motivation and a demonstrable increase in confidence and self-esteem.

### **Conclusion:**

The strategy plan has been successful as it has addressed all the criteria identified. Furthermore, Pupil Premium students at Knightsfield have performed at the same level as the whole school population in terms of meeting their targets and the academic progress they have made over the last 4 years.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
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Century Tech	Century Tech
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## Further information (optional)

Once a decision to implement a particular strategy has been taken there are a wide variety of factors which determine its impact. We regularly monitor the performance of Pupil Premium students. Four times a year we gather data on progress and current performance and analyse this information in comparison with the remaining school population. Where a student is deemed to be falling below expected progress, provision, support and interventions are put in place. Attendance of Pupil Premium students is regularly monitored with interventions put in place should a student be absent for an extended period of time. We encourage student voice with Pupil Premium students represented in these meetings with the Deputy Headteacher. This allows students to share their views with the school and gives us the opportunity to informally measure the impact that interventions (such as counselling) are having.